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ABSTRACT

The police Youth Protection Unit (YPU) has fcur full-time officers under San Jose's police chief. The objectives cf the YPU are: to prevent juvenile delinquency, encourage respect for law enforcemer , provide information, expose youth to policeman and police work, and to given them places to go and things to do with their leisure time. In the 1969-70 school year, its Youth and Law Program reached 20,000 children in 15 junior high schools and has become a standard part of the social studies curriculum in many seventh grade classes. Programs operated by the YPU include: 1) drug education for students, parents, and community groups; 2) counseling services fcr juvenile crime prevention; 3) sports activities through the Pclice Athletic League; and, 4) practical experience for 15 to 18 year clds leading tc possible careers in law enforcement. Additional informaticn atcut the YPU is available from: Youth Protection Unit, San Jose Pclice Department, P. O. Box 270, San Jose, California 95103. (DJB)

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Model Programs

Childhood Education

Police Youth Protection Unit Programs

San Jose, California

NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

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Model Programs

Childhood Education

Police Youth Protection Unit Programs

San Jose, California

Dedicated police officers and a concerned community reach younger citizens

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FOREWORD

This booklet is one of 34 in a series of promising programs on childhood education prepared for the White House Conference on Children, December 1970. The series was written under contract by the American Institutes for Research for the Office of Economic Opportunity, and the Office of Child Development and the Office of Education, U.S. Department of Health, Education, and Welfare.

Within the broad area of childhood education the series includes descriptions of programs on reading and language development, the disadvantaged, preschool education, and special education. In describing a program, each booklet provides details about the purpose; the children reached; specific materials, facilities, and staff involved; and other special features such as community services, parental involvement, and finances. Sources of further information on the programs are also provided.

The Youth Protection Unit began 6 years ago when San Jose Police Chief J. R. Blackmore assigned two juvenile officers to explore ways to improve communication between the police and the city's youth. Reasoning that 11- to 14-year-olds, mature enough to understand but not yet hardened into delinquent attitudes, represented the best target group, the two-man team undertook an educational campaign in the city's junior high schools. They began with talks before large school assemblies. According to Sergeant James Guido, now YPU supervisor, rows of apathetic and inattentive faces soon convinced them that this was not the setting in which to get across their message. Switching to the classroom and making their presentations informal, with time for many questions and answers, they gradually found the way to capture their audience. Students' suggestions to "show us" led to the use of color slide illustrations. As they continued their face-to-face presentations to small groups of students, the enthusiastic reception from students, parents, and teachers resulted in many more requests for appearances than the two officers could handle.

In 1970 the Youth Protection Unit, under Chief Ross Donald, has four full-time officers under the direction of Sergeant Guido. In the 1969-70 school year the "Youth and the Law" program reached

20,000 children in 15 junior high schools and has become a standard part of the social studies curriculum in many seventh-grade classes.

Other flourishing programs operated by the YPU include: drug education campaign for students, parents, and community groups; counseling services for juvenile crime prevention; sports activities through the Police Athletic League; and practical experience for 15- to 18-year-olds leading to possible careers in law enforcement.

These programs reflect the philosophy of the Youth Protection Unit for meeting their objectives of juvenile delinquency prevention and the encouragement of respect for law enforcement: to give young people a solid base of information; expose them to policemen and police work; and provide them with places to go and things to do with their excess time and energy.

YOUTH AND THE LAW

"There are two things you have to do besides obeying all the same laws that adults do--you have to obey your parents and you have to go to school." On this foundation, a YPU officer will

ild for junior high school students a picture of their rights
d responsibilities under California law. He stresses that the
w protects minors as well as makes demands of them, and he ex-
ains exactly what happens in cases of law violations under the
venile Code.

What Laws Apply--The first part of a classroom presentation
ually describes the laws under which young people can be ar-
sted. First, they are told what constitutes protective custody:
e law protects them against parents who abandon or abuse them.
necessary, they can be made wards of the court, an action which
aces them in foster homes or otherwise provides for them. The
ficer uses concrete illustrations which his audience can under-
and, such as the father who drinks and beats his son, or the
wspaper story about the baby girl abandoned on a freeway divider
rip. Second, he tells them that teenagers are subject to arrest
r "delinquent tendencies," such as persistent curfew violation
other behavior beyond the control of their parents, or for ha-
tual truancy. Here the officer points out that teenagers who
ink they would prefer to be in Juvenile Hall than in school will
in for a surprise--Juvenile Hall has its own school, which they
uld be forced to attend. Finally, juveniles can be arrested for

any regular law violation, such as petty theft, assault, or drug abuse.

The elaborate structure of alternatives and protective devices involved in juvenile court proceedings is described. If a teenager is arrested, he can be released in the custody of his parents. If his offense is more serious and he is booked into Juvenile Hall, he must be given a court hearing within 15 days; otherwise "they have to let you go, no matter what you've done." If his case goes to court, he has the right to bring witnesses and retain an attorney, one of his own choice if he doesn't trust the one his parents might provide. If he is found guilty he is often released on probation; or he can be sentenced to a term in Juvenile Hall. In the case of a third or fourth offense he might be sent to Boys' Ranch, where the average stay is 9 months.

What Detention is Really Like--The second part of the presentation involves slides showing what life is really like at Juvenile Hall, the Boys' Ranch and Girls' Ranch detention camps, and the California Youth Authority facilities. Classroom teachers in high delinquency neighborhoods attest to the effectiveness of these presentations, which counter the glamorous impression students may

have received from returned delinquents seeking to build status. The strictly enforced regulations, regimentation, chores, and complete lack of privacy are realistically portrayed. Pictures of the correctional facilities for hard-core delinquents show the prison-like atmosphere, including cell blocks and gun towers. The rehabilitative aspects of these juvenile detention facilities are brought out and the social effects of a police record explained. The local Independent Insurance Agents furnished the funds and equipment for these slides.

Followers Can Be Guilty--The last part of the class period is devoted to questions and answers, and YPU officers say their knowledge and experience are put to the test. They stress the need for straightforward answers and honest admission of ignorance; their audience can quickly spot anything phony. The speaker poses questions to point up the consequences of one's being a passive follower instead of making his own decisions. For example: "What happens if one of your friends steals a car and you're riding with him when he's stopped by the police? Maybe you think you haven't done anything--he's the one who stole the car; but the law says you're as guilty as he is--not of stealing but of joyriding, a felony. Or maybe one of you girls is with a girlfriend

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who thinks it would be fun to do a little shoplifting. You don't want to do anything like that, so you wait outside the store for her. But if you knowingly accompany a shoplifter even that far you can be charged with conspiracy; if you accept a lipstick she has brought out of the store, you are guilty of receiving stolen property. These are felonies." Through such case histories the YPU officers supply youngsters with valid data upon which to base their actions, correcting the widespread ignorance and misinformation that is so often the case.

There is no standard formula--the talks are tied to the particular school and neighborhood and tailored to on-the-spot student responses. Immediate and maximum preventive effect are achieved by focusing on seasonal problems--malicious mischief before Halloween, shoplifting in the pre-Christmas period, and car-stealing in late spring preparatory to the end of school when auto theft statistics rise sharply.

AN ENTHUSIASTIC RESPONSE

Hundreds of appreciative telephone calls from parents have come into the police department as a result of the Youth and the Law presentations. Their import is that in contrast to the usual

noncommittal response when asked "What did you do in school today?" youngsters have come home eagerly recounting what they learned about police procedures. The youngsters themselves have added their personal thanks for new insights into the workings of the law, often freely admitting the shedding of prejudices based on misinformation.

Letters of commendation have come from teachers, principals, and school administrators, who have observed the positive results of these police-student classroom sessions. One principal noted that the year after the program began the number of his students on probation from Juvenile Hall dropped from 14 to 3.

A writeup of the program in the October 1967 issue of the police publication *Law and Order* brought the San Jose Police Department inquiries from over 100 cities across the country. Scores of California cities used San Jose as a model in starting similar programs.

EXPANDED COMMUNITY SERVICES

The program has aroused widespread interest among community groups eager for knowledge on how to help combat rising crime

rates. Requests for presentations from such organizations as service clubs, professional societies, universities, PTA's, churches, merchants' associations, and homeowners' associations have taxed the resources of the small department, especially over the past 3 years when the explosive drug problem has aroused widespread concern and a search for information among parent and community groups.

A special educational campaign on drug abuse has been added to the schedule of Youth and the Law school presentations. In 1969-70 it reached 30,000 students in elementary schools, junior high schools, and high schools. Again, with the help of slides and a special Narcotics Display Kit (contributed by the Optimists Club of San Jose), the emphasis is on prevention through information. The kit contains real samples of barbiturates, amphetamines, marijuana, LSD, heroin, and other drugs. Using the current youth drug vocabulary, officers present a realistic picture of the pharmaceutical properties, dangers, and side effects of the drugs that circulate among the young. In addition to the school program, presentations are made to parents and community groups to assist them in recognizing the symptoms of drug abuse and to acquaint them with the sources of help for the addict and his family.

At the request of parents, family counseling conferences are held in the offices of the Youth Protection Unit. These conferences, over 100 during the 1969-70 school year, give individual juveniles some of the same information brought out in the school presentations. Families with special problems are referred to appropriate community agencies for further help. Similar counseling is initiated by the unit staff for juveniles involved in predelinquent activities. The unit also participates in a countywide filing information system for control of curfew violations.

THE POLICE ATHLETIC LEAGUE

Four years ago, before the advent of the Model Cities Program, about 33,000 people, mostly blacks and Mexican-Americans, lived in approximately 2 square miles of East San Jose. Nicknamed by its residents the "Sal Si Puedes" ("get out if you can"), it was an area of deteriorating housing, unemployment, broken homes, and a rising crime rate. The San Jose police force was confronted every day with the grim effects of the antisocial pressures on underprivileged youth, including the activities of roving teenage gangs.

In 1967 the Police Athletic League was started by dedicated police personnel to provide these and other young people with alternative outlets for frustration and opportunities to learn good citizenship through healthful recreation. Explains the supervisor, "We knew we couldn't reach these kids with the usual kind of announcement to turn out for a gym program somewhere. They wouldn't come. We went to the gang leaders." YPU officers explained their ideas for a Police Athletic League at an afternoon meeting attended by two representatives from each of several neighborhood youth gangs and asked them what kind of programs they
10 wanted. They wanted boxing. Promised that they would have it, with matches in their own neighborhoods and televised finals at Civic Auditorium, they voted to participate. The YPU encouraged four high schools in low-income neighborhoods and three in other areas of the city to donate facilities and raised the money for the seven sets of equipment. Over 400 youngsters turned out for boxing that first year. Many parents thanked the Police Department for their youngsters' training in sportsmanship and self-defense.

In 1970 over 700 boys participated in the Buddy Baer Boxing League in boxing centers throughout the city. The support of a

local television station enabled the finals to be televised each Sunday following the Saturday matches.

From this beginning, the Police Athletic League organized teams in all the major sports. Baseball was next. In 1970 the Joe DiMaggic Baseball League fielded 15 teams of 270 boys between the ages of 16 and 18, with final playoffs held at San Jose Municipal Stadium. During the year five boys from low-income families received baseball scholarships to five different colleges. The PAL also sponsors a program of Winter League Baseball for local high school and college students; a Pee Wee Baseball League was started in 1969 for boys aged 10 to 12. The Girls' Softball League for girls between 10 and 15 proved so popular that it grew from eight teams in 1969 to 31 teams with over 450 girls in 1970.

The Pop Warner Football League, begun in 1968 with four teams of 10- to 14-year-olds, grew to 12 teams in 1969. In 1970 over 1,100 boys in three age and weight groups play on 28 teams.

Cosponsored with the San Jose Parks and Recreation Department, the 1969-70 Prep Basketball Leagues involved 42 teams with over

500 boys. Three-Man Half Court and Free Throw basketball contests drew a turnout of over 3,000 elementary and junior high school youngsters.

Additional sports activities include a team in the increasingly popular sport of soccer, a bicycle team specializing in precision drills, a girls' baton and marching unit, and a junior high school track program.

Each year nominations are made for the outstanding player of the year from each of the leagues. Trophies are presented at an annual banquet attended by leading citizens, proud parents, and participants. From among nominees from each sport, the recipient of the Junior Citizen Award--given for outstanding character, achievement, and sportsmanship--is selected.

The PAL is organized around individual clubs with volunteer coaches. Parents administer each league's program and help in all PAL operations, including fund raising. The PAL supplies insurance coverage, referees, and facilities for all clubs; other expenses are borne by the clubs themselves, except in underprivileged areas where the PAL contributes the entire amount. In 1969

the League operated on an annual budget of $36,000: income from magazine subscription sales amounted to one-third of the total; $12,000 came from the Santa Clara County United Fund; and the rest came from industry and other community donations, benefit programs, and individual memberships entitling free attendance at sports events.

PAL's effectiveness is based on changing attitudes and behavior. Boys whose background may have been street fighting and unstructured back-lot games learn to give and take in close contact and interaction with others in supervised sports. In league play there are formalities, officials, rules of the game. They learn to abide by decisions they may not like; if they lose their tempers they may be out of the game--and the team suffers. PAL officers and coaches repeatedly see that this process of learning teamwork and self-discipline improves a boy's self-image. By experiencing responsibility and success on the athletic field, he begins to see himself as responsible and capable of success in life.

A SPORTS COMPLEX

The success and rapid growth of PAL programs created a need for more adequate physical facilities. Although schools generously

donated theirs when they were not in use, scheduling conflicts and lack of spectator accommodations became serious handicaps as the programs grew. Moreover, the city's limited youth recreation facilities do not include lights for evening activities. Having evening sports contests, with adequate accommodations for spectators, is important for reaching parents and older working teenagers, including high school dropouts. The Police Athletic League embarked on an ambitious plan for a sports center which San Jose youth could call their own. The start of construction in the fall of 1970 of a 16 1/2-acre sports complex in a depressed area of the city was the climax of an outstanding cooperative effort by citizens of the community, the city, and the Federal Government. In December 1968, with plans contributed by a local architect, Chief J. R. Blackmore submitted to the PAL board of directors a detailed proposal for the center. The land was part of an estate donated to the city, and designated for PAL use. Three initial contributions of $50,000 each from local businesses started a fund drive which raised $500,000 from citizens of the community. A total of $225,000 in Federal funds under the U.S. Department of Housing and Urban Development's Model Cities Program was matched by $280,000

from the city. Local cement, lumber, steel, and landscaping companies donated materials, and a hospital pledged a complete first aid room.

When complete, the center will provide not only a complete range of sports facilities but also a place for youth to congregate after the games instead of scattering to the streets and back alleys; youth over 18 will have a place to remain past curfew time. Parents can feel secure about having their youngsters participate in supervised night recreation activities where police are on duty at all times.

The sports complex will include lighted baseball, football, track, soccer, and softball fields; a swimming pool; boxing, wrestling, judo, and tumbling facilities; locker rooms; a full-size gymnasium for basketball, volleyball, badminton, and dancing, with a portable stage for a band; facilities for handball, ping-pong, and billiards; and horseshoe pits. There will be a movie room, meeting rooms, classrooms, and reading and lounge areas; kitchen and barbecue facilities, a picnic area, and a snack bar; and space for bicycle and 500-car parking. The Center will be under the maintenance of the San Jose Parks and Recreation

Department, open to all community groups; but the Police Athletic League will control the actual operations, with their programs receiving scheduling precedence.

The PAL is already looking ahead to six more such centers in various parts of the city--with the help of the same enthusiastic and generous support of local businesses, labor unions, service clubs, and other community groups.

16 **THE LAW ENFORCEMENT UNIT**

In 1969 the small San Jose Police Explorer Post, made up of young men interested in police work, became part of the Police Athletic League. It became the Law Enforcement Unit, open to both young men and women between the ages of 15 and 18 interested in possible careers in law enforcement. During 1969 it grew from 30 to over 100 members. Twenty boys and six girls from the program are now doing college work toward law enforcement degrees, and two officers on the police force came out of the program.

The unit gives qualified young people the opportunity to learn police procedures and to assist the Police Department in daily law enforcement. Candidates are carefully screened: interviews with

oth the applicant and his parents and a background investigation recede admission, and new members serve a 3-month probationary eriod before receiving a uniform. The unit organization follows he police pattern, with uniforms, badges, ranks, and promotional xaminations.

Members of the unit receive both practical experience and lassroom instruction, and are assigned to auxiliary police duies. After learning police radio codes, they ride in patrol cars ith on-duty police officers. The 1969-70 classroom lecture eries featured guest speakers on such topics as fingerprinting, iot control, drunk driving, child molesting, the FBI, narcotics, nd organized crime; TWA stewardesses gave the girls lessons in ublic relations. Courtroom procedure is taught through court isits and mock trials, and trainees tour local and State prison acilities, the California Highway Patrol Academy, and other lawelated agencies. Unit personnel are assigned police duties at AL and other civic functions, where they act as guides, direct raffic, provide information, and assist in crowd control. The irls in the Unit are responsible for the Saturday public tours of he police department.

THE MEN WHO DO THE JOB

The officers of the Youth Protection Unit are a dedicated group who are genuinely enthusiastic about their work. They have been carefully selected. They must not only be experienced police officers but also have an interest in young people and a sympathetic understanding of their problems. They must be willing to work overtime on a heavy work load in their triple role as teacher, athletic director, and police public relations representative to the youth of the community. Part of the preselection process is an interview designed to test their ability to think on their feet in answering questions--the Youth and the Law presentations call for candor, tact, and humor in response to sometimes hostile audience reactions. All have attended college or are taking college courses; their knowledge of police and youth problems must be continuously updated by regular review of the literature in books, symposia, journal articles, and police reports.

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dditional details about YPU programs may be obtained from

FOR FURTHER INFORMATION

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MODEL PROGRAMS--Childhood Education

This is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December 1970. Following is a list of the programs and their locations:

The Day Nursery Assn. of Cleveland, Ohio
Neighborhood House Child Care Services, Seattle, Wash.
Behavior Analysis Model of a Follow Through Program, Oraibi, Ariz.
Cross-Cultural Family Center, San Francisco, Calif.
NRO Migrant Child Development Center, Pasco, Wash.
Bilingual Early Childhood Program, San Antonio, Tex.
Santa Monica Children's Centers, Calif.
Exemplary Center for Reading Instruction, Salt Lake City, Utah
Dubnoff School for Educational Therapy, North Hollywood, Calif.
Demonstration Nursery Center for Infants and Toddlers, Greensboro, N.C.
Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.
Center for Early Development and Education, Little Rock, Ark.
DOVACK, Monticello, Fla.
Perceptual Development Center Program, Natchez, Miss.
Appalachia Preschool Education Program, Charleston, W. Va.
Foster Grandparent Program, Nashville, Tenn.
Hartford Early Childhood Program, Conn.
Philadelphia Teacher Center, Pa.
Cognitively Oriented Curriculum, Ypsilanti, Mich.
Mothers' Training Program, Urbana, Ill.
The Micro-Social Preschool Learning System, Vineland, N.J.
Project PLAN, Parkersburg, W. Va.
Interdependent Learner Model of a Follow Through Program, New York, N.Y.
San Jose Police Youth Protection Unit, Calif.
Model Observation Kindergarten, Amherst, Mass.
Boston Public Schools Learning Laboratories, Mass.
Martin Luther King Family Center, Chicago, Ill.
Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio
University of Hawaii Preschool Language Curriculum, Honolulu, Hawaii
Springfield Avenue Community School, Newark, N.J.
Corrective Reading Program, Wichita, Kans.
New Schools Exchange, Santa Barbara, Calif.
Tacoma Public Schools Early Childhood Program, Wash.
Community Cooperative Nursery School, Menlo Park, Calif.

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